**Detailed Lesson II:**

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| **Lesson Title:** | Storyboarding: Images, Sounds, and Music…Oh My! (Lesson 8)? |
| **Grade Level and Subject:** | 6th Grade English Language Arts |
| **Time Frame:** | 1 Whole Class Period (82 minutes) with the potential of an additional half of a period (40 minutes) |
| **Overview and Purpose:** | Within this lesson, students will learn and examine how text can be translated to images, sounds, and music. Examination of different images, sounds, and music will be utilized to discuss cultures in conjunction with storytelling. Furthermore, students will work in collaborative groups to plan how they will translate their group created scripts into images, sounds, and music. Finally, students will engage in ePal communication. This lesson is useful and inclusive of making a global connection and addresses global citizenship because students will be able to examine different sounds as they relate to various cultures around the world in conjunction with digital storytelling. In addition, students will be able to directly to communicate, collaborate, and problem solve with an ePal after collaborative work in the classroom has been completed for the day. |
| **Education Standards Addressed:** | [Common Core State Standards for English Language Arts:](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)  W.6.3.A, W.6.3.B, W.6.3.C, W.6.3.D, W.6.3.E, W.6.4, W.6.5, W.6.6, W.6.10, SL.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D, SL.6.2, L.6.1.E, L.6.2.A, L.6.2.B, R.6.3  [National Standards:](http://www.ncte.org/standards/ncte-ira)  3, 4, 5, 6, 9, 11, 12  [ISTE—NETS\*S (2007):](http://www.iste.org/standards/nets-for-students.aspx)   1. Creativity and Innovation: A, B, and C 2. Communication and Collaboration: A, B, C, and D 3. N/A 4. Critical Thinking, Problem Solving, and Decision Making: B 5. Digital Citizenship: A, B, C, and D 6. Technology Operations and Concepts: A, B, C, and D   [Partnership for 21st Century Skills:](http://p21.org/storage/documents/1.__p21_framework_2-pager.pdf)   * Core Subjects and 21st Century Themes   + Global Awareness * Learning and Innovation   + Creativity and Innovation   + Critical Thinking and Problem Solving   + Communication and Collaboration * Information, Media, and Technology Skills   + ICT * Life and Career Skills   + Flexibility and Adaptability   + Initiative and Self-Direction   + Social and Cross-Cultural Skills   + Productivity and Accountability   + Leadership and Responsibility |
| **Goals and Objectives:** | By the end of this lesson, students will be able to:   * Goal 1: utilize various technology tools and the Internet to improve upon written expressions, elaboration, description, and organizational skills through the creation of a collaborative digital story and global collaboration with ePals.   + Objective B: Given an online writing space (Wikispaces) and ePal collaboration, students will be able to collaboratively engage in the writing process to create a clear, organized and detailed script and storyboard for a digital story with 90% accuracy. * Goal 2: demonstrate an understanding and application of story/plot elements and organization through the creation of a collaborative digital story and global collaboration with ePals.   + Objective A: Given the use of ePals, “Students will understand that digital storytelling is an effective way to have their voices heard and make a meaningful connection with others,” (ePals, 2010) with 90% accuracy. * Goal 3: demonstrate an understanding of how sounds, images, and music (Mood and Tone) affect a storyline through the creation of a digital story and global collaboration with an ePal.   + Objective C: Given the use of a collaborative writing space (Wikispaces), students will be able to create a collaborative storyboard that translates text (script) into images, sound, and music in preparation for iMovie creation with 90% accuracy. * Goal 4: “…communicate and work collaboratively with peers, teachers, and ePals,” (ePals, 2010).   + Objective A: Given the use of a daily reflective group log, students will collaboratively work together to identify goals and reflect upon daily work to complete the project in a timely manner with 100% accuracy.   + Objective B: Given the use of ePals and online reflective journal (Wikispaces), students will engage in deep reflection of learning and apply concepts when discussing or collaborating with ePals or composing the final reflection journal with 90% accuracy. |
| **Lesson Procedure (Information):** | * Do Now: Round Robin Activity   + Six stations will be set up around the classroom. At each stations, students will find a piece of text (about a sentence or two).   + Working in collaborative groups, students will translate the text into images, sounds, and music that convey what the text is talking about.   + After traveling to each station, students will place the text in sequence order within their collaborative groups.   + Students will present findings to the class.   + Class will engage in whole class discussion that is teacher led.     - Teacher will take the text from the stations and show a completed movie that takes text, transforms it image, sound, and music. Teacher will utilize various types of music and sound to change mood and tone and to also examine sounds from various cultures. * Content:   + Students will retrieve group folder and begin to fill out a portion of their daily group logs (Project Manager will write down this information in the group log). Students will assign jobs for the day and set goals for the day.   + Each group will receive a laptop. Students will login under the “Student” profile, access the Internet, and sign in to Wikispaces.   + Within Wikispaces, students are going to navigate to their collaborative group space and click on the digital storytelling storyboard.   + Teacher will conduct a brief overview of how to utilize the storyboard within Wikispaces. Students will then collaboratively work to take their script and translate it into image, sounds, and music (Depending on progression of students this could take an additional class time).   + At the end of collaborative group time, the Project Manager of each group will fill out the rest of the group journal log for the day with the rest of the students in the collaborative group. Students will analyze if they met their goals, if they worked to the best of their ability, and what they can do better next time.   + Students will be given laptops (depending on class size, about 20 laptops). Students will click on Internet browser (Firefox) and navigate to the ePal website.     - Students will respond to previous email communications.     - Teacher will use LCD and project today’s ePal communications for students to use as a reference during composing time. Students will then answer the following questions taken from the ePal (2010) Digital Storytelling Classroom Project (Email #4):     - Discuss with your ePal how images can be important in a digital story. Tell your ePal some of your group’s ideas about how to make your story better with images (The first question was adapted and adjusted from the ePal project). “Was it difficult or easy to figure out how to use a storyboard? Do you think a storyboard is helpful when creating a digital story? Why or why not,” (ePals, 2010)? |
| **Verification:** | Teacher will use the following steps to check for student understanding:   1. Teacher observation 2. Teacher meetings with groups and individual students (Check points) 3. Reflective journals 4. During whole class instruction, teacher will ask questions to students that promote critical thinking and analysis of topics 5. Class Discussions |
| **Independent Activity:** | As a follow-up to reinforce this lesson and global communication, students will be asked to complete a reflective journal in their digital wikispace writing portfolio. Students will be asked to analyze and answer the following: Do you find that communicating with your ePal is helping you to think of ideas to share with your collaborative group? Why or why not? When you think in terms of storytelling, what is one example that your ePal described to you previously that is culturally similar and different from how you view storytelling? |
| **Materials Needed:** | * LCD Screen * Laptops (20 maximum) * Internet Connection * ePal Accounts (Previously created from prior lessons at the beginning of the module) * Wikispaces Accounts (Previously created from prior lessons at the beginning of the module) * Writing Utensils |
| **Other Resources (Web, Books, Handouts, etc.):** | * [Round Robin Handout](RoundRobinText2ImageSounds.docx) (Pre-Storyboarding Worksheet) * [Round Robin Center Texts](RoundRobinTeacherPage.docx) (6 sentences) * Teacher Sample of Completed Movie with Images ([Self Created](https://edtc645globalclassroommodule.wikispaces.com/file/view/Haunted.mov) or [Internet Found](http://www.cybersmartafrica.org/storytelling/gallery/)) * [Daily Group Log Journal](DailyGroupLogJournal.doc) * [Job Descriptions](JobDescriptions.docx) * [“A Day in the Life” Directions](ADayInTheLifeDirections.doc) * Wikispaces Collaborative Group Space ([Digital Storyboarding](https://edtc645globalclassroommodule.wikispaces.com/Digital+Storytelling)) * Wikispaces Individual [Writing Portfolio Page](https://edtc645globalclassroommodule.wikispaces.com/Writing+Portfolios) * Rubrics:   + “[A Day in the Life” (Collaborative Grade)](ADayInTheLifeCollaborativeRubric.doc)   + [Written Expression and Reflection (Individual Grade)](ADayInTheLifeIndividualRubric.docx) |
| **Formative Evaluation:** | * Teacher Observation * Wikispace Collaborations * Collaborative Group Journal * ePal Communications |
| **Summative Evaluation:** | The final assessment of the Global Classroom Module will include the creation of and sharing of movies on ePals with our collaborative classroom, ePal communications, and reflection journals that, students have written throughout the process (An additional final reflection will be added). Students will write on their individual wikispace writing portfolio Two rubrics will be developed. One will focus on the final product: the “A Day in the Life” Story and will be a collaborative grade. The other grade will be an individual grade that will analyze email collaborations and reflection journals through application of curricular and global concepts such as writing instruction and global awareness.   * Summative Assessment Breakdown: Two Rubrics   + A Day in the Life: collaborative writing and planning, daily group logs, technology use, etc. (Collaborative Grade)   + Wikispace Journal Compositions, ePal Communications, and Reflective Journal (Individual Grade) |
| **Summary (Lesson Close):** | As a closing to the lesson, students will complete and exit card activity. On the card, they will list identify how global communication and collaboration is making them a digital learner. In addition they will write down 3-5 things that they learned from today’s lesson. They will hand the cards to the teacher on the way out of the classroom at the end of the period. |
| **Differentiation:** | The assignment will be differentiated based upon student strengths and weaknesses as identified from pre-assessment work. The teacher will make modifications to assignments as necessary based upon student performance. For example a higher level learner, may be asked to utilize more specific descriptive details when identifying images and sound and a lower level learner may be asked identify the main idea of the text and think of one image and sound to support it. The teacher will be able to work with these students when they are in collaborative groups or when they are communicating with their ePal directly. |

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